

# Documents on Diplomacy: Lessons

## Justifying Interventions: Roosevelt & Lodge Corollaries

- Standard: II. Culture  
III. People, Places, and Environments  
V. Individuals, Groups, and Institutions  
VI. Power, Authority, and Governance  
VIII. Production, Distribution, and Consumption  
IX. Global Connections  
X. Civic Ideals and Practices
- Grade Level: 9–12 (analysis and evaluation)
- Objectives: The student will:
- Apply a primary document to a political cartoon
  - Determine political and economic effects of the corollaries
  - Relate actions of the U.S. Government to geographic implications
- Time: 1–2 class periods
- Materials: Documents: **1904** *Roosevelt Corollary to the Monroe Doctrine*  
**1912** *Lodge Corollary to the Monroe Doctrine*
- Exercises: *Diplomatic Defensive Line*
- Resources: *Cartoon: The Big Stick in the Caribbean*  
*Map of North and South America*  
*Map of Baja California*
- Procedures:

### *The Roosevelt Corollary*

1. Provide each student with the *Map of North and South America*. This should remain on their desks during the entire lesson.
2. Distribute copies of the cartoon, *The Big Stick in the Caribbean*. Have students circle on the map the names of countries and other geographic locations as they find them on the cartoon.
3. Have students share their findings.
4. Continue to use the cartoon, *The Big Stick in the Caribbean*, and distribute the document, *Roosevelt Corollary to the Monroe Doctrine*.
5. Have students find the paragraphs in the document that include these phrases:
  - a. ". . . it need fear no interference from the United States."
  - b. ". . . adherence to the Monroe Doctrine. . ."

- c. "... exercise of an international police power."
  - d. "We would interfere with them only in the last resort. . ."
- 6.** Instruct students to read the content related to the phrases and answer these basic questions:
- a. Theodore Roosevelt is referring to the protection of what part of the world? What does he expect of these countries?
  - b. What is the attitude of the United States according to Roosevelt?
  - c. The Corollary issues a warning to whom?
  - d. Which countries in the cartoon are mentioned in the Roosevelt Corollary?
  - e. Re-format one of Roosevelt's statements to include the word imperialism—in a positive or negative context.
- 7.** Ask students to relate the Corollary to the cartoon. How does the cartoon illustrate the Roosevelt Corollary?
- 8.** Further interpretation of the cartoon:
- a. What do these symbols (weapons, ships, birds, American flag, a barefoot TR, etc.) represent?
  - b. What adjectives best describe TR in this cartoon?
  - c. Describe the actions taking place.
  - d. Why is TR portrayed as a giant in the Caribbean?
  - e. What is the opinion of the cartoonist regarding the Roosevelt Corollary?
  - f. Relate the cartoon to imperialism.
- 9.** Provide background information (oral or written) about bad debt in the Dominican Republic leading to the issuance of the Roosevelt Corollary  
<http://www.u-s-history.com/pages/h946.html>
- 10.** Discuss the story from the perspectives of Theodore Roosevelt, the government of the Dominican Republic, and Germany as representative of all European nations involved. What were actions and reactions from others involved in the region? How did other in the United States, especially the political opposition, view the implementation of the Corollary in the Dominican Republic?

### *The Lodge Corollary*

- 1.** Distribute copies of the document, *The Lodge Corollary*.
- 2.** Provide a brief background of Henry Cabot Lodge.  
<http://bioguide.congress.gov/scripts/biodisplay.pl?index=L000393>
- 3.** Have students note the date of the Lodge Corollary compared to the Roosevelt Corollary. Which presidential administration is this?

4. Ask students to read the Lodge Corollary and note:
  - a. What does it add to the Monroe Doctrine?
  - b. What geographic location is mentioned in the document?
5. Briefly relay the story of Japan and Magdalena Bay.  
[http://en.wikipedia.org/wiki/Magdalena\\_Bay](http://en.wikipedia.org/wiki/Magdalena_Bay)
6. Show the *Map of Baja California* and find Magdalena Bay.
7. Use the *Map of North and South America* to locate the Bay as well.
8. Ask students:
  - a. Geographically, why would a purchase of Magdalena Bay from Mexico upset many Americans? Think strategically.
  - b. How did this proposed purchase create the need for an additional boost to the Monroe Doctrine?
  - c. Note for students the new concern of the United States for Asian interests in the Western Hemisphere, whereas the Monroe Doctrine and the Roosevelt Corollary had focused on European nations.

*Diplomatic Defensive Line: The Monroe Doctrine and Corollaries*

1. Provide students with the exercise, Diplomatic Defensive Line.
2. Explain that the Monroe Doctrine, Roosevelt Corollary, and the Lodge Corollary were created, figuratively speaking, as the Americas' line of defense.
3. What were the effects of the Monroe Doctrine and the corollaries on North and South America? Identify the effects according to economic, political, and geographic categories.
4. Compile the results of students' work and discuss their findings.